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Effective Factors for Accomplishment in Training Teacher Profession Experience of Faculty of Education Students Rajabhat Maha-Sarakham University Thailand

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Objectives of the research are 1) studying effective factors for accomplishment in training teacher profession experience of faculty of education students. 2) studying accomplishment in training teacher profession experience of students and population target that is teacher supervision faculty of education Rajabhat Maha-Sarakham. 85 peoples from target group by random methods. Research questionnaire was an equipment collected the data. Research results that teacher supervision agrees with all factors in high level $\bar{X}=4.23$. Mostly factor which teacher supervision agrees with is provide factor for accomplishment in training teacher profession experience ($\bar{X}=4.35$). 2nd is supplement effective factors for accomplishment in training teacher profession experience ($\bar{X}=4.28$). 3rd is inputs effective factors for accomplishment in training teacher profession experience ($\bar{X}=4.21$) and achievement in training teacher profession experience that is agreed by teacher supervision in high level ($\bar{X}=4.098$).

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Keywords: Effective factors, Training teacher profession experience.

Nomenclature

A	Effective Factors for Accomplishment
B	Training Teacher Profession Experience
C	Graduated student

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Introduction

There are many problems of Thailand education management that are causing of heavy education reform. An important problem is trouble with teacher and educational personnel that came from the manufacturing, the development and maintenance of standards of teaching constitution of Kingdom of Thailand of B.E.2540 section 81 so the government determined provision for teacher professional development and National Education Act of B.E. 2542 section 9(4) had established provisions for the support to teacher profession standards, lecturers, educational personnel as teacher-lecturers- education personnel continuing development that are principles and rationales for specification method, teacher profession development which are a part of educational reform. (<http://www.moe.go.th/wijai/teacher.htm>, 14/03/2556). Assessment of teacher capacity must be operated access to teacher professional or development from the beginning. For example, in other country determined a new teacher must passed teacher evaluation test that could be tough in school.(Pimpun Dechakupata and Pornthip Keangkhum,2551) In addition Bandhij Chudwiroj (2550) researched about capacity building of teaching of students. The study result, that found teaching capacity of students in preparation and planning for teaching, the teaching and learning that focuses on students, and the evaluation of teaching is only moderate level by the teacher manufacture course.(Reference by Nuttapon Rumphai,2554)). From reasons and importance of the issues which lead to the concept in the study of factors that affected to the achievement in training teacher profession experience of student Faculty of education Rajabhat Maha-Sarakham University are a way into questions that are the method of Research for the Foundation. Information for develop education management system of teaching profession students of government agencies and institutions that was consistent with the policy.

Objectives

1. Study the effective factors for accomplishment of training teacher profession experience of students.
2. Studying the accomplishment of training teacher profession experience of student.

Methodology

1. Population and sample. Audience demographics for studying the effective factors to accomplishment of training teacher profession experience is the university supervisor of faculty of education Rajabhat Maha-Sarakham University total = 85 people.

2. Instruments used to collect data. Tools used in this study was a questionnaire created by the researcher which were submitted by to the university supervisor to get some information that affected to accomplishment of training teacher profession experience. The questionnaire consists of 5 procedures.

Section1:Personal data. Section2:Effective factors for accomplishment of training teacher profession experience. Section3:Other related factors about the field work experience of student teacher. Section4: Reinforcing factors about the field work experience of student teacher. Section5:Accomplishment of the field work experience of student teacher.

3. Data Analysis. This research has analyzed data using the computer program package to determine the mean and standard deviations.

Results

Section1 : Effective factors for accomplishment of training teacher profession experience. 1)Professional Teaching Standards : The university supervisor agrees with leading factors influencing with accomplishment of training teacher profession experience in highest level. (\bar{X} =3.93 and S.D.= 0.90) 2)Teaching practices curriculum : The university supervisor agrees with leading factors of teaching practices curriculum influencing training teacher profession experience in high level. (\bar{X} =3.93 and S.D.=0.90) 3)Processes of teacher profession experience training : The university supervisor agrees with leading factors of processes of teacher profession experience training influencing training teacher profession experience in high level. (\bar{X} =3.84 and S.D. = 0.82)

Section2 : Other related factors about the field work experience of student teacher.1)Institutions target : The university supervisor agrees with Conductive factors of Institutions target influencing training teacher profession

experience in high level. (\bar{X} =4.20 and S.D.=0.85) 2)Aspects of learning environment: The university supervisor agrees with Conductive factors of aspects of learning environment influencing training teacher profession experience in high level. (\bar{X} =4.30 and S.D.=0.88) 3)Cost : The university supervisor agrees with cost conductive factors influencing training teacher profession experience in high level. (\bar{X} =4.31 and S.D.=0.79)

Section3 : Reinforcing factors about the field work experience of student teacher. 1)Information and communication technologies for learning :The university supervisor agrees with Information and communication technologies for learning-reinforcing factors influencing with training teacher profession experience in high level. (\bar{X} =4.35 and S.D.=0.72) 2)System for the field work experience of student teacher: The university supervisor agrees with System for the field work experience of student teacher- Reinforcing factors influencing with training teacher profession experience in high level. (\bar{X} =4.21 and S.D.=0.85)

Section 4 : Accomplishment of the field work experience of student teacher. 1)Learning Management : The university supervisor agrees with Learning Management-Reinforcing factors influencing with training teacher profession experience in high level. (\bar{X} =4.11 and S.D.=0.82) 2)Teaching practices : The university supervisor agrees with Teaching practices -Reinforcing factors influencing with training teacher profession experience in high level. (\bar{X} =3.93 and S.D.=0.812) 3)Features of a teacher : The university supervisor agrees with Features of a teacher- Reinforcing factors influencing with training teacher profession experience in high level. (\bar{X} =4.05 and S.D.=0.776) 4)To accept of the Academies: The university supervisor agrees with to accept of the Academies - Reinforcing factors influencing with training teacher profession experience in high level. (\bar{X} =3.94 and S.D.=0.92)

Recommendations

1. Faculty of education Rajabhat Maha-Sarakham University has to studied the opinion from student for information, problem and method to resolve it for student.

2. Faculty of education Rajabhat Maha-Sarakham University has to studied the opinion from personnel's Institutions are target for considered desire – objectives - basis problems to student's preparation.

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